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ABSTRACT

This document describes the Indiana beginning vocational teacher's plan for license renewal and is intended for use by the vocational administrator and the experienced teacher who are acting as mentors for the beginning teacher. The first part of the handbook includes the following materials: outline of requirements of the occupational specialist certificate; overview of beginning teacher assistantship program; explanation of expectations and responsibilities of administrators, university representatives, mentors, and beginning teachers; and a description of certification standards. Sixteen appendixes contain: a checklist of requirements for occupational specialist levels I, II, and III; Indiana state certification rules; criteria for selecting mentors; beginning teacher progress inventory; discussion subjects between mentor and beginning teacher; a list of most frequently perceived occupational specialist I problems; a list of techniques to aid the mentor; mentor coaching outline; feedback recommendations; criteria for mentors for certification renewal experiences designed to improve teaching; mentor guidelines; and a chart showing implications of adult characteristics for mentors. A list of 22 research notes conclude the document. (CML)

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OCCUPATIONAL SPECIALIST I, II, III

VOCATIONAL ADMINISTRATOR AND MENTOR

HANDBOOK

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THE BEGINNING TEACHER ASSISTANTSHIP AND PROFESSIONAL DEVELOPMENT PLAN

Indiana Department of Education, Division of
Teacher Licensing and Certification

Project Director
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INDIANA STATE UNIVERSITY
SCHOOL OF TECHNOLOGY
INDUSTRIAL TECHNOLOGY EDUCATION DEPARTMENT

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In May of 1989 eight individuals, with a common goal of strengthening vocational education in Indiana, met for the first time as the Beginning Teacher Assistantship Advisory Committee. These committee members have devoted much of their time to the development of this project. They have discussed, read, edited, debated, provided their expertise, and finally given their approval to this project. Considerable credit needs to be given them for the task that they helped to accomplish.

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VOCATIONAL ADMINISTRATOR AND MENTOR HANDBOOK
BEGINNING TEACHER ASSISTANTSHIP PROGRAM

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INTRODUCTION

Under Title 511 Indiana State Board of Education IAC 10-1-79 through IAC 10-1-86 became law on June 30, 1989. This law provides for the restructuring of vocational teacher licensing referred to as Occupational Specialist I, II, III (O.S. I, O.S. II, O.S. III). The purpose of this handbook is to acquaint vocational administrators and mentors with this new law and provide guidelines for its enactment.

During the first year of employment as a vocational teacher in a public or private accredited school, the beginning teacher serves a two-semester assistantship. The beginning vocational teacher has a full day teaching assignment and receives regular pay and benefits.

An outstanding experienced teacher, who also carries a full-time teaching assignment, serves as a mentor. The mentor meets with the beginning vocational teacher on a regular basis to provide guidance and assistance. Observations and conferences are part of the mentor's activities. The mentor receives $600 paid by the state.

The vocational administrator observes the beginning vocational teacher periodically and conducts post-observation conferences. At the end of the year, the vocational administrator decides whether or not the beginning vocational teacher has successfully completed the assistantship, using the Beginning Teacher Assessment Inventory.

A Professional Development Plan (PDP) is prepared and revised cooperatively by the teacher, vocational administrator, and the university representative. This document will describe the beginning teacher's plan for license renewal. A separate handbook entitled Professional Development Plan Handbook is available to provide details of the Professional Development Plan.

FEATURES
OCCUPATIONAL SPECIALIST CERTIFICATE

— Name change from "Conditional Vocational Certificate" to "Occupational Specialist Certificate."

— Unlimited number of renewals for O.S. II and III.

— Initial certificate or renewal is automatically at the level at which the applicant meets the minimum requirements.

— PDP is jointly designed by teacher, university representative and vocational administrator.

— Occupational experience used for application for certificate must be in previous 5 years for the 6,000-hour option.

— O.S. I, II and III are secondary certificates, not "part time" or "adult" certificates.

— O.S. II can be renewed by semester or clock hours or both.

— Beginning teachers have the opportunity to work with experienced teachers.

— Department of Education (DOE) has dedicated one staff member to work with vocational licensing.

— Most paper work will be maintained in the Area Director's Office instead of at DOE.

— Formal structure is provided which improves occupational and teaching skills as well as encouraging teachers to work toward a standard vocational license.

OUTLINE OF REQUIREMENTS
OCCUPATIONAL SPECIALIST CERTIFICATE
(LEVELS I, II, III)

I. GENERAL

A. Effective date - June 30, 1989

B. Replaces present Conditional Vocational Certification

C. Holder of full-time Conditional Vocational automatically qualifies for O.S. II or O.S. III (depending on qualifications)

D. No "part-time/full-time" designation

E. Valid at "any grade level"

1. No post-secondary certificate required

II. BASIC REQUIREMENTS - ALL LEVELS

A. High School or G.E.D. completed

B. Acceptance as teacher in an accredited program

C. Provide proof of occupational experience:

1. 6,000 hours **in past 5 years**

a. Based on 2,000 hours/year full-time

OR

2. 4,000 hours and **successful** completion of a state-approved "occupational competency exam":

a. NOCTI (written and performance)

OR

b. State or national board training and evaluation licensure

OR

c. Occupational proficiency shown by approved regional, state or national association training and evaluation

OR

3. 4,000 hours and completion of a related 2-year or higher degree

OR

4. 4,000 hours and completion of an approved apprenticeship or internship program

D. Complete DOE application process

III. O.S. I QUALIFICATIONS

A. Meet "Basic Requirements" above

B. Valid for one year

1. Renewable **once** for one year by:

a. Completion of 45 clock-hour beginning teacher seminar (see below)

b. Request of vocational administrator

IV. O.S. II QUALIFICATIONS

A. Holder of an O.S. I may be recommended for the O.S. II by the university teacher trainer and vocational director upon completion of:

1. The "beginning teacher seminar" (45 clock hours total)

a. 3 hours local orientation by vocational administrator

b. 42 hours in teaching skills by university teacher trainers

2. A 2-semester beginning teacher assistantship
   a. Supervised by a mentor who:
      1) must have at least 5 years teaching experience
      2) must consent to assignment as mentor
      3) should teach a similar topic
      4) should teach in the same building
   b. Accepting this responsibility does not make mentor a "supervisor" under DOE rules
   c. A beginning teacher may, in exceptional cases, participate in the assistantship for an additional two semesters:
      1) if recommended by the employing vocational administrator
      2) if the seminar has been completed
      3) in the same or a different school
3. A Professional Development Plan (PDP)
   a. Written document developed jointly by the applicant, vocational administrator and university representative
   b. Outlines requirements for each renewal of O.S. I, O.S. II and conversion of O.S. III to standard license
4. The Basic Skills Test (effective 9/1/91)
   a. Covers reading, mathematics and language arts
   b. Used for guidance in developing PDP - not a "pass/fail" test
5. An Occupational Competency Test (effective 9/1/91)
   a. Primarily NOCTI-based
   b. Written and performance
   c. A passing score is required

OR

B. Candidate may qualify for O.S. II with completion of:
   1. Occupational experience
   2. Three years of teaching experience
      a. Not necessarily in subject area of certification
   3. A PDP
   4. Basic Skills and Occupational Competency tests
C. Certificate earned by requirements of either A or B is:
   1. Valid for four years
      a. Renewable for an unlimited number of four-year terms by completion of:
         1) six semester hours of academic coursework based on PDP

         OR

         2) 90 clock hours of in-service based on PDP

         OR

         3) a combination of 3 semester and 45 clock hours as described above

V. O.S. III QUALIFICATIONS

A. A candidate for O.S. III:

1. Must meet requirements for O.S. II
2. Hold a bachelor's degree in any area or an associate degree in the specific vocational area designated on the certificate from an accredited institution.
3. Gain official acceptance by an approved teacher training institution on a program to earn the standard vocational teaching license.

B. Valid for 5 years

1. Renewable for 5 year periods by:
   a. Revising PDP
   b. Completing 15 semester hours of approved academic coursework as part of the program to complete the standard vocational teaching license.

OVERVIEW OF BEGINNING TEACHER ASSISTANTSHIP PROGRAM
QUESTIONS AND ANSWERS

1. What determines whether or not a beginning teacher has successfully completed an assistantship?

The vocational administrator will periodically observe the beginning teacher and provide evaluative information related to the criteria on a form called "The Beginning Teacher Assistantship Inventory." Also, the mentor will meet often with the beginning teacher to provide intensive assistance, some of which may be related to the criteria on the Assistantship Inventory. Thus, the new teacher should have numerous chances to gain proficiency on the criteria. However, no later than May first, the vocational administrator must decide whether the beginning teacher has met the criteria of basic or minimal competence on the Assistantship Inventory, based on a year of formal observations, normal supervisory activities and informal contacts.

A beginning teacher who does not successfully complete the assistantship in the first year may repeat an assistantship for a second year. However, O.S. I renewal should only be allowed in *exceptional* cases. (see OUTLINE OF REQUIREMENTS, III B, 1)

2. Should the mentor evaluate the beginning teacher?

No. The mentor should only provide assistance and support for the beginning teacher.

3. Does the vocational administrator have to write a narrative to justify every decision regarding the criteria?

The vocational administrator must report to the Department of Education only the information requested on the Assistantship Inventory. The vocational administrator may wish to retain other forms of information or substantiations at the corporation's discretion for such purposes as personnel records or appeal procedures.

4. May the mentor or the beginning teacher see the Assistantship Inventory before it is filled in by the vocational administrator?

Yes. The Assistantship Inventory and information about it will be included as part of the orientation information to be given to the beginning teachers and mentors. The criteria may be used for ongoing review as assistance occurs throughout the year. The vocational administrator will share his/her perceptions with the beginning teacher periodically. The beginning teacher should include the topics the vocational administrator mentions as needing improvement when seeking assistance from the mentor.

5. Does the vocational administrator's assessment using the Assistantship Inventory replace nonrenewal or other evaluation procedures provided for nonpermanent teachers?

No. The activities concerning the beginning teacher assistantship are separate from and in addition to the nonpermanent teacher requirements. School administrators will make two separate decisions. One is whether the assistantship has been successfully completed, and the other is whether the teacher's employment will be renewed or nonrenewed.

6. Who must administer the Inventory?

The responsibility for administering the Beginning Teacher Assessment Inventory lies exclusively with the vocational administrator.

7. How many chances does the beginning teacher have to "pass" the Inventory?

A beginning teacher who does not successfully complete the assistantship in the first year may repeat an assistantship for a second year with the agreement of the same or another vocational administrator. Only one O.S. I renewal is permitted.

8. What happens if the beginning teacher and the mentor have a personality conflict?

The beginning teacher should notify his/her vocational administrator about the situation. The vocational administrator will probably assign a new mentor to that teacher.

9. When should a PDP be written?

A completed PDP is required for each renewal of the credential and should be written prior to application for renewal.

10. Can a PDP be changed?

Yes. All committee members are to be notified and signed approval is required before the learning activity takes place.

11. Can the PDP be developed in any way except "face to face" meetings?

Yes. The telephone and mail may be useful options.

EXPECTATIONS AND RESPONSIBILITIES

Vocational Administrator

In many ways, the vocational administrator's role will be the same as it has always been. The vocational administrator will provide the beginning teacher with a minimum of three (3) hours of local school orientation as described in the "standards." Periodically the vocational administrator will assess the beginning teacher's progress and provide guidance for continued improvement. The vocational administrator will assist with arrangements for in-service programs and delivery of other corporation resources.

New roles for the vocational administrator include guiding the beginning teacher and the mentor as they establish their schedule and procedures. In the past, the end-of-the-year evaluation concerned only whether or not the teacher would continue in employment in that corporation. Under this program, the vocational administrator will determine whether or not the assistantship is successfully completed at the end of the year of support and assistance.

The vocational administrator shall be responsible, with the teacher, to monitor the teacher's progress, e.g., that the teacher will acquire the competencies stated in the Professional Development Plan in the specified period of time. The teacher's record of the PDP will be maintained by the local school.

The vocational administrator will function as one of the three members of the PDP Committee. When a teacher qualifies for a higher Occupational Specialist Certificate or applies for renewal, the vocational administrator and university representative will indicate the completion of applicable requirements (PDP, assistantships, etc.,) by signing the application form sent to the Department of Education.

See Rules Section 84 B (Appendix B)

University Representative

The university representative will function as a member of the PDP Committee. Along with the vocational administrator and the teacher, the university representative will determine the degree to which the specified competencies of the PDP have been acquired. As noted previously, the teacher has the right to select the university representative from any one of the four universities with vocational teacher preparation programs.

Mentor

The mentor has the responsibility for providing assistance and support for the beginning teacher. A mentor is assigned by the vocational administrator, with consent, and should guide the beginning teacher toward attaining skills and practices necessary for excellence in teaching. The Beginning Teacher Assistantship Inventory should serve as a guide for the mentor in assisting the beginning teacher.

A mentor should observe a beginning teacher for one fifteen minute period each week for the first nine weeks of school. Thereafter, the mentor should observe the beginning teacher for a total of four cumulative hours during the remaining school year at fifteen to thirty minutes per observation. In addition, thirty-six one half hour conferences are required in the school year between the mentor and beginning teacher, with a minimum of one conference per week.

See Rules Section 84 C (Appendix B)

Beginning Teacher

The beginning teacher is responsible to enroll in the "beginning teacher seminar" within sixty days after beginning teaching. A PDP must be developed in concert with the vocational administrator and university representative. The beginning teacher must meet regularly with the assigned mentor. A mentor will observe the beginning teacher in the classroom on a regular basis as indicated above.

The vocational administrator will assign the beginning teacher a minimum of three teachers to observe. Each observation should be for at least thirty minutes. A minimum of eight observations should take place starting AFTER the first nine weeks of school. The beginning teacher will be responsible for the maintenance of forms recording observation, conferences and mentor observations.

See Rules Section 81 (Appendix B)

STANDARDS FOR OCCUPATIONAL SPECIALIST CERTIFICATE I, II, III

Beginning Teacher Assistantship

Beginning Teacher Assistantship refers to the beginning teacher assistantship program established to:

(1) assist beginning teachers in the performance of their duties;
(2) help beginning teachers develop skills and educational practices necessary for excellence in vocational teaching; and
(3) be used as a basis of writing the professional development plan

"Mentor" means a teacher with outstanding teaching skills who is assigned to guide the beginning teacher toward attaining skills and practices. A mentor does not become a supervisor as a result of performing duties under the assistantship program.

"Beginning teacher" within this document refers to a person pursuing the Occupational Specialist Certificate who is not an experienced teacher.

Each beginning teacher must participate in a beginning teacher assistantship program for at least two (2) semesters. A beginning teacher who is not recommended for the Occupational Specialist II Certificate may participate for an additional two (2) semesters in the assistantship upon recommendation of the vocational administrator and completion of the beginning teacher seminar.

The administrator must assign a mentor to each beginning teacher. The mentor must have at least five (5) years teaching experience and must consent to the assignment. Where it is possible, the mentor should teach a similar subject and teach in the same building as the beginning teacher.

The administrator shall:

(1) provide the mentor adequate time to observe the beginning teacher in the classroom setting.
(2) where practical, provide the mentor release time from the mentor's non-classroom duties and classroom duties,
(3) where practical, provide the beginning teacher release time from the non-classroom duties and classroom duties to observe the mentor teacher in classroom setting,
(4) meet with the beginning teacher and mentor periodically; and
(5) complete the assistantship inventory.

The mentor shall periodically meet with the beginning teacher to:

(1) evaluate the progress of the beginning teacher in attaining competency; and
(2) discuss strengths and weaknesses of the beginning teacher's skills and practices and provide guidance in attaining excellence in teaching.

The mentor is entitled to an annual stipend of $600 if the mentor is employed by an Indiana school corporation. The stipend will be paid by the state in accordance with established procedures.

OCCUPATIONAL SPECIALIST ASSISTANTSHIP INVENTORY

INTRODUCTION

As a qualification for receiving an Occupational Specialist II certificate, the beginning vocational teacher licensed under the Occupational Specialist pattern will participate in an assistantship. This is to ensure that beginning vocational teachers receive expert advice and assistance from an experienced teacher.

Beginning teachers will work collegially with teachers and administrators to develop shared values and goals as well as those instructional techniques which might otherwise take them years to learn. The experienced teachers and vocational administrators who are providing the help will grow professionally from the experience of analyzing their own techniques and skills in order to share them with the beginning teachers. The ultimate benefit accrues to the state of Indiana and its citizenry.

At the end of the year of assistance and support, the vocational administrator will complete the Occupational Specialist Assistantship Inventory. The Inventory lists ten factors essential to the success of a vocational teacher.

PROFESSIONAL DEVELOPMENT PLAN

I. Definition: A Professional Development Plan shall be a written document developed by the Professional Development Planners, which shall include the teacher, vocational administrator, and the university representative responsible for pre-service and/or in-service education in the teacher's content area, or the designated university certification advisor. The document shall specify competencies which the teacher will develop in a specified period of time. The document shall bear the signature of the teacher, vocational administrator, and university representative who developed the written plan.

II. The teacher will demonstrate or shall develop competencies in professional vocational education skills, reading, math and language art. The competencies and evaluation criteria will be determined by the vocational development planners. The complete Assistantship Inventory will be used in writing the initial Professional Development Plan.

A. Professional Vocational Education Skills

1. Laboratory/classroom management.
2. Safety needs of students.
3. Student evaluation.
4. Resource development and utilization.
5. Analysis and course construction (curriculum).
6. Methods.

B. Basic Skills

1. Reading
2. Math
3. Language Art

III. The teacher shall demonstrate proficiency in content area. Beyond meeting the initial "occupational experience" requirement, the Professional Development Planners shall seek advice from advisory committee members, other business/industry/government/education personnel and colleagues concerning new techniques, materials and processes in the teacher's content area. This data shall be used to assess the teacher's need for technical updating. Technical updating may be met in a variety of planned activities, for example, an internship in the occupation, workshops, factory update seminars, factory schools, technical courses, etc.

IV. Monitoring the Teacher's Progress Through the Professional Development Plan

A. The vocational administrator shall be responsible, with the mentor to monitor the teacher's progress, e.g., that the teacher will acquire the competencies stated in the Professional Development Plan in the specified period of time.

B. The Professional Development Planners will confer at the end of the specified time to determine the degree to which the specified competencies have been acquired. It will be the responsibility of the teacher to provide any evidence needed by the group to make a decision. Two of the three planners must agree that the specified competencies have been accomplished.

V. Maintaining Records. It shall be the responsibility of the school to maintain a record of the teacher's professional development plan. When a teacher qualifies for a higher Occupational Specialist Certificate, the vocational administrator and the university representative will indicate this on the application.

The vocational administrator and participating university personnel will assist the teacher in providing the data required by the Division of Teacher Certification. A copy of the signature page shall also be given to each planner.

BASIC SKILLS TESTING

The Basic Skills Counseling Instrument is to be used for diagnostic and couseling purposes. This instrument assesses reading, mathematics, and language skills, but is not a "pass/no pass" test. Effective 9/1/91.

OCCUPATIONAL COMPETENCY TESTING

If the National Occupational Competency Test Inventory (NOCTI) or comparable occupational competency test has not already been taken for entry as an O.S. I, it must be completed for advancement to O.S. II. These tests usually have a written and performance evaluation. The passing score is determined by the State Department of Education. Effective 9/1/91.

OCCUPATIONAL SPECIALIST I

IN-SERVICE EDUCATION PROGRAM

The In-Service Education program includes activities provided by university teacher educators and local school personnel. The initial local program is three (3) hours minimum provided by the vocational administrator at the beginning of the school year; while the university program spans the balance of the initial school year and encompasses forty-two (42) hours of instruction. The following details substantive material covered in this In-Service Education Program.

Local Education Program

I. Orientation: School/Local

A) Schools' organization structure
B) Rules and regulations for students/teachers (discipline policy, student handbook, time schedules, grading, chain of command, safety, instructional program evaluation, supportive services, communications/parents, and purchasing and acquisition of supplies & equipment)
C) Profile of students
D) Professional interactions (roles)
E) Nature of vocational school
F) Place of vocational education in school program
G) School finances/budget/inventory

University Education Program

I. Classroom and Laboratory Management

A) Discipline
B) Principles of classroom and laboratory management
C) Opening and closing facilities
D) Safety and liability
E) Laboratory supervision
F) Inventory control and maintenance

II. Instructions and Learning

A) The learners: adolescent, adult, and special needs students
B) Principles of learning
C) Instructional models and methods
D) Teacher-learner relationships

III. Course Development

A) Rationale and principles of course development
B) Functions and tasks: selection and analysis
C) Behavioral/preformance objectives
D) Units of instruction
E) Lesson plans
F) Instructional resources and aids
G) Course revision and updating

IV. Assessment and Grading

A) Goals of assessment
B) Assessment options, techniques, and limitations
C) Test development
D) Test administration
E) Scoring and grading

V. Orientation to Vocational Education Concepts

A) What is vocational education?
B) Goals of vocational education: local and state
C) Types of vocational programs and population served
D) Types of institutions providing vocational education
E) Certification*: process and procedures
F) Vocational teacher education services
G) Vocational education supportive services

VI. Related Education Services/Concerns

A) Placement
B) Student organizations
C) Teachers' role in the counseling process
D) Advisory committees
E) Substance abuse
F) Equity concerns
G) Basic skills instruction

VII. Professional Development Plan

A) Goal setting and the professional development process
B) In-service education opportunities
C) Plan development
D) Record keeping and annual review

*Certification refers to the Occupational Specialist I and II requirements.

APPENDIX A

CHECKLIST OF REQUIREMENTS
OCCUPATIONAL SPECIALIST I, II, III

Occupational Specialist I-Initial

A. High School Diploma or GED
B. Employment in an accredited educational program to teach in a specific vocational area
C. Occupational experience (select one):
   1. 6,000 hours (3 years) in the past five years (five year limit applies only to this option)
   2. 4,000 hours (2 years) and demonstration of occupational competency by successful completion of a NOCTI (or comparable) test or
   3. 4,000 hours and evidence of occupational licensure based on approved regional, state or national board training and evaluation or
   4. 4,000 hours and evidence of occupational proficiency based on approved regional, state or national association training and evaluation
   5. 4,000 hours and completion of an accredited two-year or higher *related* degree
   6. 4,000 hours and completion of an approved apprenticeship or internship program

(valid for one year)

Occupational Specialist I-Renewal

(renewable *once* for one year if applicant does not successfully complete requirements for Occupational Specialist II recommendation)

A. Completion of 45 clock-hour seminar
B. Request of vocational administrator

Occupational Specialist II-Initial

(with less than 3 years teaching)

Holder of an Occupational Specialist I can be recommended by university teacher-trainer and vocational administrator with completion of:

A. 45 clock-hour Beginning Teacher Seminar
B. Two-semester Beginning Teacher Assistantship
C. An approved Professional Development Plan (PDP)
D. Basic Skills Test (Effective 9/1/91)
E. Occupational Competency Test with a "passing" score (Effective 9/1/91)

(valid for four years)

Occupational Specialist II-Initial

(with at least 3 years teaching experience)

A candidate with at least three years teaching experience in an accredited school *in any subject* can earn an Occupational Specialist II with:

A. The occupational experience previously described
B. A PDP
C. The Basic Skills and Occupational Competency tests

(valid for four years)

Occupational Specialist II-Renewal

Any Occupational Specialist II is renewable for an *unlimited* number of four year terms by completing:

A. Six semester hours or 90 clock hours *or*
B. A combination of three semester and 45 clock hours
C. *All* renewal semester hour credits or clock hours based on revised PDP

Occupational Specialist III-Initial

To earn an Occupational Specialist III, a teacher must:

A. Meet requirements for an Occupational Specialist II
B. Hold *any* accredited bachelor's degree or an associate degree in the *specific* vocational area the applicant wishes to teach
C. Be accepted in an approved program to earn a standard vocational license by an approved teacher training institution

(valid for five years)

Occupational Specialist III-Renewal

An Occupational Specialist III is renewable for an *unlimited* number of five year terms by:

A. Revising the PDP
B. Completing 15 semester hours of approved work toward the standard credential

(NOTE: Holders of *full-time* Conditional Vocational licenses will be "grandfathered in" to the appropriate Occupational Specialist level upon renewal so that the Occupational Competency Test, Basic Skills Test and Beginning Teacher Assistantship may not be required of them.)

APPENDIX B

RULES

TITLE 511 INDIANA STATE BOARD OF EDUCATION

Proposed Rule LSA Document #88-173

DIGEST

Adds 511 IAC 10-1-79 through 511 IAC 10-1-86 to establish the requirements for licensing as an Occupational Specialist, Level I, II, and III, which replaces Conditional Vocational certification. Repeals 511 IAC 10-1-7, the Conditional Vocational certification requirements. Effective 30 days after filing with the secretary of state.

511 IAC 10-1-7
511 IAC 10-1-79
511 IAC 10-1-80
511 IAC 10-1-81
511 IAC 10-1-82
511 IAC 10-1-83
511 IAC 10-1-84
511 IAC 10-1-85
511 IAC 10-1-86

SECTION 1. 511 IAC 10-1-79 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-79 Occupational specialist certificate; definitions

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 79. (a) As used in sections 80 through 86 of this rule, "assistantship inventory" means the diagnostic instrument developed and distributed by the department of education in the occupational specialist program manual that is completed by the vocational administrator at the end of a beginning teacher's assistantship to assess that individual's progress toward developing the skills and practices necessary for excellence in teaching.

(b) As used in sections 80 through 86 of this rule, "basic skills test" means the diagnostic instrument used to assess reading, mathematics, and language arts skills of individuals holding an occupational specialist certificate.

(c) As used in sections 80 through 86 of this rule, "beginning teacher" means an individual pursuing the occupational specialist I certificate.

(d) As used in sections 80 through 86 of this rule, "beginning teacher assistantship" means the program established under section 84 of this rule for the purpose of:

(1) assisting beginning teachers in the performance of their duties;

(2) assisting beginning teachers to develop skills and educational practices necessary for excellence in vocational teaching; and

(3) developing beginning teachers' professional development plans.

(e) As used in sections 80 through 86 of this rule, "beginning teacher seminar" means the program initiated within sixty (60) days after the vocational teacher begins teaching. The program includes the local orientation program and the in-service training provided by the university representative.

(f) As used in sections 80 through 86 of this rule, "mentor" means a teacher with outstanding teaching skills who is assigned by the vocational administrator to guide the beginning teacher toward attaining skills and practices necessary for excellence in teaching.

(g) As used in sections 80 through 86 of this rule, "occupational experience" means documented experience in a specific vocational occupational licensing area that meets one (1) of the following:

(1) Six thousand (6,000) clock hours of occupational experience within the last five (5) years.

(2) Four thousand (4,000) clock hours of occupational experience and completion of a state approved occupational competency exam in the occupational area.

(3) Four thousand (4,000) clock hours of occupational experience and completion of a related two (2) year associate degree or related higher degree from an accredited institution.

(4) Four thousand (4,000) clock hours of occupational experience and successful completion of an approved apprenticeship or internship program that is a regular part of the training for that particular occupation.

(h) As used in sections 80 through 86 of this rule, "occupational competency exam" means the method by which the holder of the occupational specialist certificate must demonstrate the holder's level of competence in a specific vocational occupational area. The level of competence must be demonstrated by successful completion of any of the following:

(1) The written and performance sections of the National Occupational Competency Testing Institute (NOCTI) test for the specific vocational occupational area.

(2) Evidence of occupational licensure based on approved state or national board training and evaluation.
(3) Evidence of occupational proficiency based on approved regional, state, or national association training and evaluation.

(i) As used in sections 80 through 86 of this rule, "occupational specialist" means the form of vocational licensing used for the induction and continuance of occupational specialists in vocational teaching who are:
(1) pursuing a planned program of teacher development prescribed by the state board of education; and
(2) not yet qualified for a standard teaching license.

(j) As used in sections 80 through 86 of this rule, "professional development plan" means a written document that:
(1) is prepared and revised cooperatively by the teacher, vocational administrator, and the university representative;
(2) outlines the requirements for each renewal of the occupational specialist I and II certificates and
(3) outlines the requirements and objectives that must be met by the teacher toward conversion of the occupational specialist certificate III to a standard teaching license.

(Indiana State Board of Education; 511 IAC 10-1-79)

SECTION 2. 511 IAC 10-1-80 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-80 Occupational specialist certificate basic requirements

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 80. (a) A candidate for certification as an occupational specialist at any level must meet the following requirements:
(1) Hold a high school diploma or general equivalency diploma.
(2) Be accepted for instructional employment in a specific vocational occupational area by an Indiana school corporation, cooperating school corporation for vocational education organized under IC 20-1-18-7, or accredited educational program offered by the department of corrections.
(3) Provide documentation of occupational experience in accordance with section 79(g) of this rule in the specific vocational occupationa' area.
(4) Complete the application process required by the department of education.

(b) A candidate may receive an initial occupational specialist certificate at the level for which the candidate meets the minimum qualifications. *(Indiana State Board of Education; 511 IAC 10-1-80)*

SECTION 3. 511 IAC 10-1-81 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-81 Occupational specialist I certificate; requirements

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 81. (a) A candidate is eligible for the occupational specialist I certificate when the requirements under section 80(a) of this rule have been met.

(b) The occupational specialist I license is valid for one (1) year.

(c) The holder of the occupational specialist I certificate may be recommended for the occupational specialist II certificate by the employing vocational administrator and the university teacher trainer if the certificate holder has completed the following:
(1) The beginning teacher seminar.
(2) The beginning teacher assistantship as described in section 84 of this rule.
(3) A professional development plan.
(4) After September 1, 1991, the basic skills test and occupational competency exam.

(d) The occupational specialist I certificate may be renewed once for an additional one (1) year period upon:
(1) verification of completion of the beginning teacher seminar; and
(2) the request of the employing vocational administrator.

(Indiana State Board of Education; 511 IAC 10-1-81)

SECTION 4. 511 IAC 10-1-82 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-82 Occupational specialist II certificate; requirements

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 82. (a) A candidate may qualify for the occupational specialist II certificate by completing the requirements under section 80(a) of this rule and:
(1) the requirements under section 81(c) of this rule; or
(2) the requirements under subsection (b).

(b) A candidate may qualify for the occupational specialist II certificate upon completion of the following:
(1) Three (3) years teaching experience.
(2) A professional development plan.
(3) After September 1, 1991, the basic skills test and the occupational competency exam.
(c) The teaching experience required under subsection (b) must be in an accredited school, but not necessarily at the grade level or in the subject area of the occupational specialist certificate.
(d) The occupational specialist II certificate is valid for four (4) years, and may be renewed indefinitely for subsequent four (4) year periods.
(e) Each application for renewal of the occupational specialist II certificate shall include verification of a revised professional development plan, and evidence of completion of one (1) of the following options:
(1) Six (6) semester hours academic coursework, pre-approved by the university representative, in the specific vocational occupational area, professional education, or a combination.
(2) Ninety (90) clock hours of in-service pre-approved by the employing vocational administrator and the university representative.
(3) Three (3) semester hours academic coursework approved by the university representative in the specific vocational occupational area or in professional education, and forty-five (45) clock hours of in-service pre-approved by the employing vocational administrator and the university representative.
(Indiana State Board of Education; 511 IAC 10-1-82)

SECTION 5. 511 IAC 10-1-83 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-83 Occupational specialist III certificate; requirements
Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1
Sec. 83. (a) A candidate for the occupational specialist III certificate must meet the following requirements:
(1) Completion of the requirements under section 80(a) of this rule.
(2) Verification of occupational experience under section 79(g) of this rule.
(3) Completion of a baccalaureate degree at any accredited institution; or, completion of an associate degree in the specific vocational occupational area at an accredited institution.
(4) Official acceptance by an approved teacher training institution on a program to achieve the standard vocational teaching license.
(b) The occupational specialist III certificate is valid for five (5) years, and may be renewed for subsequent five (5) year periods.
(c) Each application for renewal of the occupational specialist III certificate shall include verification of completion of the following:
(1) A revised professional development plan.
(2) Fifteen (15) semester hours approved academic coursework on a program toward the standard vocational teaching license.
(Indiana State Board of Education: 511 IAC 10-1-83)

SECTION 6. 511 IAC 10-1-84 IS ADDED TO READ AS FOLLOWS:
511 IAC 10-1-84 Occupational specialist I; beginning teacher assistantship
Authority: IC-1-1-6;
Affected: IC 20-1-18-7; IC 20-7.5-1.2; IC 20-10.1
Sec. 84. (a) Beginning July 1, 1989, each beginning teacher issued an initial occupational specialist I certificate must participate in a beginning teacher assistantship for at least two (2) semesters. A beginning teacher may participate for an additionial two (2) semesters in the assistantship program at the same school, or at a different school, upon recommendation of the employing vocational administrator and completion of the beginning teacher seminar.
(b) The vocational administrator shall:
(1) assign each beginning teacher under subsection (a) a mentor;
(2) provide the mentor adequate time to observe the beginning teacher in the classroom;
(3) within the administrator's discretion, provide the mentor release time from the mentor's classroom and nonclassroom duties;
(4) within the administrator's discretion, provide the beginning teacher release time from classroom and nonclassroom duties to observe the mentor in the classroom;
(5) meet with the beginning teacher and mentor periodically; and. . .
(6) complete the assistantship inventory for each beginning teacher.

(c) A mentor:

(1) must have at least five (5) years teaching experience;

(2) must consent to the assignment as a mentor;

(3) where possible, should teach a similar subject to that of the beginning teacher; and

(4) where possible, should teach in the same building as the beginning teacher.

(d) The mentor shall periodically meet with the beginning teacher to:

(1) evaluate the progress of the beginning teacher in attaining competency;

(2) discuss strengths and weaknesses of the beginning teacher's skills and practices; and

(3) provide guidance to the beginning teacher in how to attain excellence in teaching.

(e) A mentor does not become a supervisor under IC 20-7.3-1-2(h) as a result of performing duties under this rule. *(Indiana State Board of Education: 511 IAC 10-1-84)*

SECTION 7. 511 IAC 10-1-85 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-85 Occupational specialist certificate program; duties of the department of education

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 85. (a) The department of education shall develop and distribute a program manual to assist vocational administrators and university representatives to:

(1) develop and monitor a professional development plan:

(2) develop and implement the beginning teacher seminar;

(3) implement the beginning teacher assistantship; and

(4) understand and complete the beginning teacher assistantship inventory that is included in the program manual. *(Indiana State Board of Education; 511 IAC 10-1-85)*

SECTION 8. 511 IAC 10-1-86 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-86 Occupational specialist certificate program; grade coverage; professionalization; recognition of licenses under prior rule

Authority: IC 20-1-1-6;
Affected: IC 20-1-18-7; IC 20-10.1

Sec. 86. (a) The holder of any occupational specialist certificate is eligible to teach the specific vocational occupational area in a state vocational education program at any grade level.

(b) The occupational specialist certificate may not be professionalized.

(c) The holder of any conditional vocational full-time certificate will automatically receive an occupational specialist II or III certificate, depending on which qualifications the holder meets, upon application for renewal. *(Indiana State Board of Education; 511 IAC 10-1-86)*

SECTION 2. 511 IAC 10-1-7 IS REPEALED.

Notice of Public Hearing

Under IC 4-22-2-24, notice is hereby given that on January 19, 1989 at 10:00 a.m., Legal Time at 251 East Ohio Street, Rooms 4C and D, Indianapolis, Indiana the Indiana State Board of Education will hold a public hearing on proposed new rules to establish requirements for the occupational specialist certificate, levels I, II, and III. Copies of these rules are now on file at 229 State House and the Legislative Services Agency, 106 State House, Indianapolis, Indiana and are open for public inspection.

H. Dean Evans
Superintendent of Public Instruction
State Board of Education

APPENDIX C

CRITERIA FOR SELECTING MENTORS

1. The mentor *must* consent to the assignment.

2. The mentor *must* have outstanding teacher skills.

3. The mentor *must* have at least five years teaching experience.

4. The mentor *should* teach at a grade level similar to that of the beginning teacher.

5. The mentor *should* teach a subject similar to that of the beginning teacher.

6. The mentor *should* teach in the same building as the beginning teacher.

When final pairings are being made, it may not be possible to meet all seven criteria. The final decision is left with the vocational administrator to make a match as close as possible to the ideal.

APPENDIX D

BEGINNING TEACHER ASSISTANTSHIP INVENTORY

This progress report is to be completed by the VOCATIONAL ADMINISTRATOR and will be used in developing the professional development plan. It is not an evaluative document.

	Excellent	Satisfactory	Needs Improvement
1. The beginning teacher is knowledgeable about his/her subject area. . .	1	2	3
a. presenting technically current and accurate information.	☐	☐	☐
Comments:			
2. The beginning teacher manages instructional time effectively. . .	1	2	3
a. having materials, supplies, and equipment ready at the start of the instructional activity,	☐	☐	☐
b. getting students on task quickly at the beginning of the instructional activity, and	☐	☐	☐
c. maintaining an appropriate time on task.	☐	☐	☐
Comments:			
3. The beginning teacher manages lab work effectively. . .	1	2	3
a. insuring that all students are assigned appropriate activities and that assignments are clearly communicated,	☐	☐	☐
b. insuring that necessary supplies and materials are available for students,	☐	☐	☐
c. managing shop/lab equipment, tools, and supplies and utilizing an inventory method.	☐	☐	☐
Comments:			
4. The beginning teacher manages student behavior effectively. . .	1	2	3
a. having established a set of procedures that guide the handling of routine matters, student movement, and student talk,	☐	☐	☐
b. monitoring the behavior of students during instructional activities, during lab, and transitions between activities,	☐	☐	☐
c. stopping inappropriate and unsafe behavior promptly, yet maintaining the dignity of the student, and	☐	☐	☐
d. encouraging purposeful student activity.	☐	☐	☐
Comments:			

	Excellent 1	Satisfactory 2	Needs Improvement 3
5. The beginning teacher utilizes strategies and activities that are effective. . .			
a. beginning instructional activities with a review of previous material when appropriate,	☐	☐	☐
b. introducing the instructional activity and learning objectives when appropriate,	☐	☐	☐
c. speaking fluently and precisely,	☐	☐	☐
d. presenting instructional activity using concepts and language which are understandable to the students,	☐	☐	☐
e. providing relevant examples and demonstrations to illustrate concepts and skills,	☐	☐	☐
f. assigning tasks and projects which students can complete with success,	☐	☐	☐
g. asking appropriate levels of questions which students can handle with success,	☐	☐	☐
h. conducting instructional activities at an appropriate pace,	☐	☐	☐
i. making transitions between classroom activities efficiently and smoothly.	☐	☐	☐
j. making sure the assignment is clear,	☐	☐	☐
k. concluding the lesson in an appropriate manner, such as summarizing the main points at the end of the instructional activity,	☐	☐	☐
l. encouraging student responsibility for the student's own learning, and	☐	☐	☐
m. criticizing effectively.	☐	☐	☐
Comments:			
6. The beginning teacher actively monitors student performance. . .	1	2	3
a. maintaining clear, firm, and reasonable work standards and due dates,	☐	☐	☐
b. circulating in the classroom and lab during student activities to assist and evaluate all students' performance,	☐	☐	☐
c. routinely using oral, written, projects, and other products to check all students' performance, and	☐	☐	☐
d. using appropriate questioning strategies.	☐	☐	☐
Comments:			
7. The beginning teacher facilitates instruction. . .	1	2	3
a. using instructional plans which are compatible with school and system-wide curricular goals,	☐	☐	☐
b. using diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks,	☐	☐	☐
c. maintaining accurate records to document student performance,	☐	☐	☐
d. having instructional plans which match objectives, learning strategies, assessment, and student needs at the appropriate level of difficulty,	☐	☐	☐
e. using a variety of available human and material resources to support the instructional program,	☐	☐	☐
f. organizing unit and lesson plans for long and short term effectiveness, and	☐	☐	☐
g. seeking evaluation and feedback from students, colleagues, and advisory committee members.	☐	☐	☐
Comments:			

	1 Excellent	2 Satisfactory	3 Needs Improvement
8. The beginning teacher exhibits effective human relations skills within the educational environment. . .			
a. treating all students in a fair and equitable manner,	☐	☐	☐
b. interacting effectively with students, co-workers, parents, and community, and	☐	☐	☐
c. building positive self concepts among students in an environment free of ridicule and sarcasm.	☐	☐	☐
Comments:			
9. The beginning teacher performs non-instructional activities adequately. . .	1	2	3
a. carrying out non-instructional duties as assigned or as need is perceived,	☐	☐	☐
b. adhering to established laws, policies, rules, and regulations,	☐	☐	☐
c. following budget procedures,	☐	☐	☐
d. utilizing available school resources, and	☐	☐	☐
e. utilizing an advisory committee to insure program relevance.	☐	☐	☐
Comments:			
10. The beginning teacher manages the vocational youth organization effectively. . .	1	2	3
a. having an active chapter(s),	☐	☐	☐
b. participating in regional and appropriate state and national conferences, and	☐	☐	☐
c. enthusiastically supporting students.	☐	☐	☐
Comments:			

APPENDIX E

MENTOR/TEACHER CONFERENCE RECORD*

Mentor _____

Beginning Teacher _____

Date	Amount of Time	Initials M	Initials BT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

Date	Amount of Time	Initials M	Initials BT
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			

*Both the mentor and the beginning teacher should initial each entry. Thirty-six (36) ½ hour conferences are required with a minimum of one conference per week.

MENTOR OBSERVATION RECORD*

Mentor _____

Beginning Teacher _____

	Date	Amount of Time	Initials M	Initials BT
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

*Both the mentor and the beginning teacher should initial each entry. Minimum mentor observations should be as follows: One 15 minute observation per week for the first 9 weeks, then four hours cumulative observations for remaining school year at 15-30 minutes per observation.

BEGINNING TEACHER OBSERVATION RECORD*

Beginning Teacher _____

Date	Amount of Time	Teacher Observed	Purpose	Initials OT	Initials BT

*Both the beginning teacher and the teacher being observed should initial each entry. A minimum of three (3) teachers, as recommended by the vocational administrator, should be observed. Each observation should be for at least 30 minutes. A minimum of eight (8) observations should take place starting *after* the first 9 weeks of school.

APPENDIX F

DISCUSSION SUBJECTS BETWEEN MENTOR AND BEGINNING TEACHER

Central Indiana Mentor/Intern Pilot Project Participants were asked to indicate those topics which were discussed with the beginning teachers. The topics listed below are those mentioned by more than half of the mentors, organized from most frequent to least:

advising about faculty relationships
advising about district policies and procedures
advising about classroom management
observing and providing feedback
providing moral support
serving as a confidant

advising about clerical work
advising about subject matter
advising about student evaluation
advising about meeting diverse student needs
conferencing prior to observation
recommending resource persons

advising about parent conferences
developing materials for student use
helping to locate and select materials
helping develop lesson plans
advising about classroom organization
advising about time management
helping to set goals for students
demonstrating skills

developing instructional strategies

helping develop bulletin boards

APPENDIX G

SAMPLE DISCUSSION ITEMS FOR MEETINGS BETWEEN BEGINNING TEACHERS AND MENTORS*

1. Attendance (record keeping)
2. Attendance policy (school policy)
3. Book numbers
4. Passing out books/forms
5. Fire and tornado drills
6. Availability of student aides
7. Parking
8. Duties
9. Monitoring hall between classes
10. Faculty meetings
11. Tardy policy
12. Discipline measures and forms
13. Professional organizations
14. Procedures for sick (and personal) days
15. Format for gradebook (and scale)
16. Resources in school (AV, library, xerox, etc.)
17. Assembling seating
18. Seating charts
19. Discussion of first impressions
20. Lunch prices
21. Clubs/activities
22. School Handbook
23. Roles of support personnel
    a. Counselors
    b. Asst. deans, etc.
    c. Secretarial
24. Athletics
25. School traditions
26. The community

Suggested activities:

1. School tour
2. Community tour
3. Meet key school personnel

*List from Project Credit, Dr. Marvin Henry, Project Director

APPENDIX H

MOST FREQUENTLY PERCEIVED PROBLEMS OF BEGINNING TEACHERS*

The following list of problems is felt to be a source of additional discussion topics between the mentor and the beginning teacher.

RANK ORDER	PROBLEMS	FREQUENCY (n=91 studies)
1	classroom discipline	77
2	motivating students	48
3	dealing with individual differences	43
4	assessing students' work	31
4	relations with parents	31
6	organization of class work	27
6	insufficient materials and supplies	27
8	dealing with problems of individual students	26

*Veenman, S. Perceived problems of beginning teachers. *Review of Educational Research*, 1984, *54* (2).

APPENDIX I

OCCUPATIONAL SPECIALIST I

PROBLEMS

The following problems first year teachers face were identified by professors Kevin Ryan, Boston University and Marvin Henry, Indiana State University.

Ryan

1) **Shock of the familiar:** Being a teacher in a student's environment, discrepancy in role perception.

2) **Students:** Understanding different types of students, social distance, discipline—a lack of control and the struggle for it.

3) **Parents:** Conflict between teacher and parents, because of misunderstandings and jealous, poor home environments, etc.

4) **Administration:** (supervisors): Confusion and conflict over multiple roles, different perspectives, and problems of authority.

5) **Fellow Teachers:** Induction of new teachers into established groups, moral issues, and conflicting loyalty, social and political differences.

6) **Instruction:** Confusion about personal expertise in technical and pedagogical arena, lack of preparation, etc.

Henry

1) **Lack of time:** Overload schedule, after school activities, limited prep time, lunch and other breaks, obligations, etc.

2) **Unqualified Supervision:** Different content expertise, poor conference skills, poor observation skills.

3) **Established Syndrome:** Confusion of roles, inability to network with appropriate peers.

4) **Isolation:** Lack of peers, believe that teachers must be independent and private.

5) **Confidence Complex:** Attitude that "I should be an expert" and "I shouldn't have to ask."

6) **Evaluation Overtones:** Attitude that evaluation is for retention or disciplinary actions.

APPENDIX J

TECHNIQUES TO AID THE MENTOR*

THREE TECHNIQUES

Sharing Sessions Outline

Sharing sessions would occur early during the first semester as a way for beginning teachers and mentors to direct their conversations.

1. good things that are happening in class
2. problem areas
    a. focus on one problem
    b. analyze cause(s)
    c. brainstorm solution(s)
    d. decide on a plan of action
    e. offer encouragement
3. closure
    a. reiterate plan
    b. set time for next meeting
    c. end on a positive tone

*Adopted from a training session conducted by Donadee Blair in November 1987.

APPENDIX K

MENTOR COACHING OUTLINE*

Pre-conference Discussion

1. What skill or strategy is to be observed?
2. What is the purpose of the lesson?
3. What will students be able to do at the end of the lesson?
4. What strategies will be used to accomplish the objectives?
5. What teacher behaviors will be demonstrated?
6. What behaviors will students demonstrate?
7. What led up to the lesson?
8. Are there any concerns about the lesson?
9. How does the beginning teacher want the data collected?
   —scripting
   —interaction analysis
   —videotape
   —anecdotal record

Observation

1. According to mentor observation form.

Post-conference Discussion

1. How did the beginning teacher feel about the lesson today?
2. What does he or she recall the students doing?
3. What does he or she recall of his or her own behavior?
4. How did the students' behavior compare with what was planned?
5. How did the teacher's behavior compare with what was planned?
6. Did he or she accomplish the purpose of this lesson?
   —probe for more in-depth information
   —present data from the record of the lesson
7. What will the teacher do differently/same in future lessons?
8. What can the beginning teacher tell the mentor about the process; what was most useful; what was least useful?

Important to remember about the coaching process.

1. The rule is what the beginning teacher thinks, not what the mentor thinks.
2. The teacher steers the process; the mentor is a resource.
3. The process must remain non-judgmental.

*Information provided by Pam Robbins during a November 1987 ASCD conference.

APPENDIX L

FEEDBACK RECOMMENDATIONS*

Conferences should be an opportunity for describing, exchanging feelings, interpreting, and providing the feedback that is so critical if modifications or refinements are to be forthcoming. This exchange, particularly as it relates to feelings and the effect of behavior on one another, is part of the feedback. In providing this information or feedback, it is recommended that it be nonthreatening and be characterized as follows:

1. Focus feedback on behavior rather than the person.
2. Focus feedback on observation rather than inference.
3. Focus feedback on description rather than judgment.
4. Focus feedback on descriptions of behavior in terms of "more or less" rather than "either or."
5. Focus feedback on behavior related to a specific situation, preferably to the "here and now," rather than on behavior in the abstract, or "there and then."
6. Focus feedback on the sharing of ideas and information rather than on giving advice.
7. Focus feedback on exploration of alternatives rather than answers or solutions.
8. Focus feedback on the value it may have to the receiver, not on the value of "release" that it provides the person giving it.
9. Focus feedback on the amount of information that the person receiving it can use, rather than on the total amount that you might have available.
10. Focus feedback on time and place so that personal data can be shared at appropriate times.
11. Focus feedback on what is said rather than why it is said.

*Alfonso, Robert J. et al. Instructional Supervision A Behavior System.

APPENDIX M

CERTIFICATION RENEWAL EXPERIENCES DESIGNED TO IMPROVE TEACHING*

Criteria for Mentors

DESIRABLE ATTRIBUTES

1. Has skills in classroom management and discipline, pupil motivation, individualizing instruction, presenting content, and time management.
2. Active professionally (ex: organizations related to subject matter, creative activity, recognition for activity related to teaching.)
3. Has had experience in the supervision of student teachers or field participants, or would be willing to participate in inservice activity related to supervision or complete a tuition-free class in the supervision of instruction.
4. Willing to supervise interns in any subject area if necessary.
5. Skilled in working on a one-to-one basis, especially in conference situations.
6. Perspective, open and a good listener.
7. Willing to allow an intern to observe his/her classes.
8. Has a high level of commitment to teaching and a positive outlook on the profession in general.
9. Has the capacity to be aware of what is happening in a classroom and how to modify the procedure if necessary.
10. Is concerned about the school environment for all teachers.
11. Has empathy for people and looks for ways to help them.
12. Has the ability and willingness to work cooperatively with other professionals.

*Information provided by Dr. Marvin Henry

APPENDIX N

Project CREDIT

MENTOR GUIDELINES*

Helping the Teacher During the Initial Days

1. Make an effort to make the teacher feel welcome in the school.
2. Give encouragement to the teacher.
3. Help the teacher to understand the actual roles of the administration.
4. Be a mentor teacher and not a "buddy" to the beginning teacher.
5. Review any rules made by the teacher and make certain that they are potentially enforceable and are not contrary to school administrative policy.
6. Make certain the teacher understands the school policy for homework, if the school has one.
7. Stress the importance of learning student names quickly.

Assistance in Planning

8. Work with the beginning teacher on a projected planning guide for both semesters.
9. Discuss and review plans with the teacher as the need appears.
10. Encourage an analysis of such features as the utility of plans, conforming with school policy, variety of activities, and appropriateness of the scheduled activities.

Scheduled Meetings Between Beginning Teachers and Mentors

11. A meeting between the mentor and the teacher should be scheduled at least weekly.
12. Mentors should stress that they are available at any time for necessary discussions.
13. Meetings should have a professional atmosphere.

Observations of Beginning Teachers and Mentors

14. Beginning teachers should be encouraged to observe teachers who demonstrate qualities helpful for teacher growth.
15. Mentors are encouraged to observe beginning teachers and may wish to make brief observations instead of observing an entire period.

Help in the Routine Aspects of Teaching

16. Mentors should monitor teachers to see that they understand
    a. accepted procedures in working with maintenance personnel.
    b. how to use clerical services that are available.
    c. the scope and responsibilities involved in non-teaching assignments.
    d. extracurricular assignments.

Assistance in Critical Aspects of Teaching

17. Make certain that the teachers are aware of the school's curriculum guide and materials as well as sensitive areas in the curriculum.

18. Make suggestions concerning appropriate dress and student relationships.

19. Help the teacher develop a policy for discipline that he/she can enforce.

20. Share procedures which can be used for motivating students.

*Developed by Project CREDIT Mentors

APPENDIX O

IMPLICATIONS OF ADULT CHARACTERISTICS FOR MENTORS

Characteristics of Adult Learners	Implications for Adult Learning	Implications for Mentors
Self Concept: The adult learner sees himself as capable of self-direction and desires others to see him in the same way. In fact, one definition of maturity is - the capacity to be self-directing.	—A climate of openness and respect is helpful in identifying what learners want and need to learn. —Adults enjoy planning and carrying out their own learning exercises. —Adults need to be involved in evaluating their own progress toward self-chosen goals.	Mentors recognize participants as self-directing and treat them so. The mentor is a learning reference for the beginning teacher rather than a traditional instructor; mentors are, therefore, encouraged to "tell it like it is" and stress "how I do it" rather than tell participants what they should do. The mentor avoids "talking down" to beginning teachers who are experienced decision-makers and self-starters. The mentor instead tries to meet the beginning teacher's needs.
Experience: Adults bring a lifetime of experience to the learning situation. Youths tend to regard experience as something that has happened to them, while to an adult, his experience is him. The adult defines who he is in terms of his experience.	—Less use is made of transmittal techniques; more of experimental techniques. —Discovery of how to learn from experience is key to self-actualization. —Mistakes are opportunities for learning. —To reject adult experience is to reject the adult.	As the adult is his experience, failure to utilize the experience of the adult learner is equivalent to rejecting him as a person.
Readiness-to-learn: Adult developmental tasks increasingly move toward social and occupational role competence and away from the more physical developmental tasks of childhood.	—Adults need opportunities to identify the competency requirements of their occupational and social roles. —Adult readiness-to-learn and teachable moments peak at those points where a learning opportunity is coordinated with a recognition of the need-to-know. —Adults can best identify their own readiness-to-learn and teachable moments.	Learning occurs through helping beginning teachers with identification of gaps in that teacher's knowledge. No questions are "stupid"; all questions are "opportunities" for learning.
A problem-centered time perspective: Youth thinks of education as the accumulation of knowledge for use in the future. Adults tend to think of learning as a way to be more effective in problem solving today.	—Adult education needs to be problem-centered rather than theoretically oriented. —Formal curriculum development is less valuable than finding out what the teachers need to learn. —Adults need the opportunity to apply and try out learning quickly.	The primary emphasis in the course is on beginning teachers learning rather than mentors teaching. Involvement in such things as problems to be solved, case histories, and critical incidents generally offer greater learning opportunity for adults than "talking to" them.

—These characteristics and their implications have been developed by Malcolm S. Knowles

APPENDIX P

Mailing Address
Center for Professional Development
Teacher Certification
Room 229, State House
Indianapolis, IN 46204-2798

V.E. Form V-90A
(Submit 2 copies)
Office Location: Two Market Square Center
251 East Ohio Street - (317)232-9010

REQUEST FOR EVALUATION OF CREDENTIALS

FOR OCCUPATIONAL SPECIALIST CERTIFICATION

Please submit two copies of this form with a single TEC-2 form "Application for Indiana Teaching License." All applicants must complete Section A and the loyalty affidavit on the TEC-2 form. If applicable, also enclose materials verifying occupational experience, education, and teaching experience.

The applicant and vocational administrator must sign the bottom of page 4.

Date: _____ Social Security Number: _____

Print Name: _____
(Last) (First) (Middle/Maiden)

Address: _____
(Street) (City) (State and Zip Code)

Name of Employing School Corporation: _____

Address of Employing School Corporation: _____
(Street) (City) (State and Zip Code)

School Phone: ( ) _____ Application for School Year Beginning: _____

Occupational Teaching Area: _____ Cip Code: _____

Type of Certificate: (please check one in each column)

_____ INITIAL
_____ RENEWAL
_____

_____ OCCUPATIONAL SPECIALIST I
_____ OCCUPATIONAL SPECIALIST II
_____ OCCUPATIONAL SPECIALIST III

Complete only the following information which applies to the credential you are applying for (Occupational Specialist I, II, or III – either initial or renewal).

Whether you are making an initial or renewal application, you should consult your vocational administrator and the "Checklist of Requirements" to verify that you are applying for the appropriate credential, and that your application is correct and complete.

NOTE: Holders of full-time Conditional Vocational licenses will be "grandfathered in" to the appropriate Occupational Specialist level upon renewal so that the Occupational Competency Test, Basic Skills Test, and Beginning Teacher Assistantship may not be required of them.

OCCUPATIONAL SPECIALIST I – INITIAL
(VALID FOR 1 YEAR)

Education Background

High School Diploma (Year) _____ Equivalent (GED) Earned? _____ Yes _____ No

Name and Address of High School _____

_____
(Street) (City) (State and Zip Code)

POST SECONDARY INSTITUTIONS ATTENDED

[Enclose Official Transcript(s)/Certificate(s)]

Dates From and To	Home and Location of Institution	Degree/Certificate/Credit

Occupational Experience – check one and include supporting documents with this form:

_____	6,000 hours (3 years) in the past 5 years	Verification of occupational experience
_____	4,000 hours (2 years) and demonstration of occupational competency by successful completion of a NOCTI (or comparable) test	Verification of occupational experience and report of test scores
_____	4,000 hours and evidence of occupational licensure based on approved state or national board training and evaluation or	Verification of occupational experience and copy of license/certificate
_____	4,000 hours and evidence of occupational proficiency based on approved regional state or national association training and evaluation	Verification of occupational experience and copy of license/certificate
_____	4,000 hours and completion of an accredited 2-year or higher related degree	Verification of occupational experience and official transcript
_____	4,000 hours and completion of an approved apprenticeship or internship program	Verification of occupational experience and certificate of completion

*OCCUPATIONAL EXPERIENCE

Employer	Work Experience (Description/Position)	City/Town	Number Months	Beginning Date	Ending Date
					–
					–
					–

*Occupational experience (including work as a workplace supervisor or trainer) may be verified by providing letters from former employers specifying job title, duties, hours worked per week, start/end dates, and the name/title of the employer (preferably on company letterhead).

Self-employment may be verified by submitting tax returns or receipts for materials purchased during the self-employed period.

OCCUPATIONAL SPECIALIST I – RENEWAL

(Renewable once for one year if the applicant does not successfully complete all requirements for Occupational Specialist II recommendation)

I hereby certify that the applicant named has completed the Beginning Teacher Seminar.

_____ _____

Signature of Teacher Trainer Institution

I hereby recommend the above employed teacher for renewal at the Occupational Specialist I Level based on reason(s) described in the attached letter.

_____ OR _____

Vocational Administrator Local School Superintendent

OCCUPATIONAL SPECIALIST II – INITIAL
WITH LESS THAN THREE YEARS TEACHING EXPERIENCE
(VALID FOR FOUR YEARS)

The holder of an Occupational Specialist I can be recommended for an Occupational Specialist II by the teacher trainer and vocational administrator upon completion of the following requirements:

45 clock-hour Beginning Teacher Seminar
Two-semester Beginning Teacher Assistantship
An approved Professional Development Plan (PDP)
Basic Skills Test (Effective 9/1/91)
Occupational Competency Test (with a "passing" score) (Effective 9/1/91)

We hereby certify that the applicant named has completed the above requirements.

Signature of Teacher Trainer _____ Institution _____

OR

Vocational Administrator _____ Local School Superintendent _____

OCCUPATIONAL SPECIALIST II – INITIAL
WITH AT LEAST THREE YEARS TEACHING EXPERIENCE IN AN ACCREDITED PROGRAM IN ANY SUBJECT AREA
(VALID FOR FOUR YEARS)

* TEACHING EXPERIENCE

School Corporation	Position	All Subjects Taught	Years From	Years To
				–
				–
				–

* If you have never held a full-time Conditional Vocational License, please enclose official letters of verification (signed by the school administrator) for the teaching experience described above and complete the section of this form for "Occupational Specialist I - Initial." Be sure to include appropriate documents verifying occupational experience as described on page 2.

We hereby certify that the applicant named has an approved Professional Development Plan, has taken the Basic Skills Test (effective 9/1/91), and has successfully completed the appropriate Occupational Competency Test (effective 9/1/91).

Signature of Teacher Trainer _____ Institution _____

OR

Vocational Administrator _____ Local School Superintendent _____

OCCUPATIONAL SPECIALIST II – RENEWAL
(VALID FOR FOUR YEARS)

Any Occupational Specialist II is renewable upon completion of one of these options if preapproved in the revised Professional Development Plan:

_____6 Semester Hours or _____90 Clock Hours or _____3 Semesters and 45 Clock Hours

I hereby certify that the applicant named has completed the option checked.

Signature of Teacher Trainer _____ Institution _____

OCCUPATIONAL SPECIALIST III - INITIAL
(VALID FOR 5 YEARS) Check Option A, B, or C:

_____OPTION A

If you have ever held a full-time Conditional Vocational or Occupational Specialist II credential, complete only the following:

*EDUCATIONAL BACKGROUND (Associate's Degree in specific area, or any Bachelor's Degree is acceptable)

Colleges Attended	Degree	Date	City and State

*Enclose Official Transcript(s)

I hereby certify that the applicant named has been accepted in our Standard Vocational Teacher Training License Program.

Name _____ Title _____ Teacher Training Institution _____

_____OPTION B

If you have never held a full-time Conditional Vocational or Occupational Specialist II credential and have less than 3 years teaching experience, complete the "Educational Background" section, verification of your enrollment in a standard teaching license program (above), the application for Occupational Specialist II candidates with less than 3 years teaching experience (top of page 3), and the "Occupational Experience" part of the Occupational Specialist I application (page 2).

_____OPTION C

If you have never held a full-time Conditional Vocational or Occupational Specialist II credential and have at least 3 years teaching experience in an accredited program, complete the "Educational Background" section, verification of your enrollment in a standard teaching license program (above), and the application for initial Occupational Specialist II certification with at least 3 years teaching experience (bottom of page 3).

OCCUPATIONAL SPECIALIST III – RENEWAL
(VALID FOR 5 YEARS)

I hereby certify that the applicant named has completed at least 15 semester hours in the past 5 years toward a standard teaching credential as described on the revised Professional Development Plan.

Signature of Teacher Trainer _____ Date _____ Institution _____

To my knowledge the information provided on this form is true and valid.

Applicant's Signature _____ Date _____

Vocational Administrator's Signature _____ Date _____

RESEARCH NOTES

1. "Our experience with mentor systems in Utah has led us to suggest a more informal system with a one-to-one ratio of teachers to mentors. This allows greater access to the mentor and more opportunities for the immediate help beginning teachers often need. In addition, the one-to-one ratio provides a greater opportunity for lasting productive relationships to develop. Such a structure also allows the mentor to keep primary commitment to his or her own classroom, a concern noted by a number of potential mentor teachers."
(Driscoll and others 1985)

2. "Rotating mentor terms should preserve teacher collegiality in induction by preventing mentors from becoming 'mini-administrators.'
(Rauth and Bowers 1986)

3. "Mentor teacher assistance to novice teachers is most successful when each novice teacher in a school is assigned a single experienced teacher to serve as his/her primary support person."
(Ward)

4. ". . .every effort (should) be made to select a support teacher who is not only considered to be a successful teacher, but also teaches the same subject and grade level as the first, whose classroom is in the same general area of the building, and who has compatible ideologies about teaching, classroom management and discipline."
(Huling-Austin and others 1985)

5. An ideal mentor is eight to fifteen years older than the beginning teacher. Ones in this age group are best able to act as counselors and advisors to give assistance to the beginning teachers and then let them mature into successful, self-directed professionals. Those older tend to function in a parenting role; those younger tend to function in a sibling role.
(Galvez-Hjornevik 1980)

6. Although grade and subject match were helpful, beginning teachers felt the most important consideration was matching mentors and beginning teachers in the same building. (Monroe Teacher Quality Pilot Project 1986)

7. Proximity in the building was quite important in encouraging conversation and interaction between the beginning teacher and the mentor.
(Project Credit Teacher Quality Pilot Project 1987)

8. "Teachers are often in the best position to anticipate problems they may encounter in implementing a new program. They can lend a note of reality to the planning and help ensure that the activities planned are relevant. . .a teacher who has helped plan is likely to have a greater sense of "ego" involvement and will work to make the effort successful."
(Lourcks and Zigarmi 1981)

9. "Objective criteria developed and applied by joint committees of the administration and teacher organization should contribute to the fairness and, therefore, the acceptance of the program."
(Rauth 1986)

10. "Training is the largest cost for schools using collegial coaching. An effective training-for-program is under way. . .a little training is not enough."
(Garmston 1987)

11. "What makes coaching successful? Well, you start with lots of training and you continue training." (Brandt interviewing Joyce 1987)

12. "The role of a peer coach, for example, calls for very different behaviors on the part of teachers than the behaviors required when working with students."
(Fielding and Schalock 1985)

13. "Teaching competence is not enough. . .workshops and periodic meetings in which mentors share their successes, frustrations, and experiences are essential." (Driscoll and others 1985)

14. "Competent performers in any area cannot automatically analyze their own performance, figure out the sequence of elements, and then prepare a sequenced induction process for the neophyte. . .the (mentor) has to break down the multifaceted process of teaching into manageable components. . .Next there is a requirement for providing actual observable model, followed by the careful transfer from doing to observing as the neophyte has a chance to practice under controlled conditions. Each step must be accompanied by discussion and reflection. The mentor builds a positive relationship by attending to personal concerns for the beginner. . .the mentors also were taught the skills of effective conflict resolution and how to provide direct instruction according to the developmental level of the beginning teacher. . .The dictum is to start the (mentoring) process 'matched' to the developmental stage of the beginner and use the beginner's preferred learning mode as the guide for the type of feedback. . .The model then seeks to synthesize the mentor as the major support system for the beginner and the major source of modeling and constructive feedback through pre/post observation in cycles of formative evaluation and assistance. . .The mentors themselves become better classroom teachers."
(Theis-Sprinthall 1986)

15. Four one-day training sessions were conducted. These sessions were designed to demonstrate recognized human relation skills and to teach conferencing and observation techniques.

16. "Johnston and Ryan (1980) identified four common problem areas for new teachers: planning and organization, evaluation of student's work, motivation of students, and adjustments to the teaching environment."
(Griffin 1985)

17. "Beginning teachers report needing help with discipline and classroom management, curriculum and lesson planning, and school routines. Most of all they feel a need for moral support. . ."
(Gray and Gray 1985)

18. "The beginning teacher takes the lead in identifying problem areas and concerns; the mentor translates these concerns into a concrete agenda for action. This agenda could include readings, visitations in other classrooms, or focused observations in the beginning teacher's classroom."
(Driscool and others 1985)

19. "The entry year teachers may. . .approach their mentors for advice, information, suggestions, or confidential discussions."
(Burke and Schmidt 1984)

20. "Mentor teachers conduct demonstration lessons, perform observations in novice teacher's classrooms and coach novice teacher."

21. ". . .it became clear that the most effective way to train teachers was with them in classrooms. . ." Teachers were observed once a week, given specific feedback, and received demonstrations of five to ten minutes.
(Fielding and Schalock 1985)

22. "Mentors introduce beginning teachers to the building and faculty, help them learn the curriculum, provide appropriate feedback on particular teaching skills, and impart 'tricks of the trade.' Mentors benefit from these relationships as well, learning new approaches and sometimes reevaluating their own styles."
(Gould and Letven 1987)